

SOUTH POINT LOCAL SCHOOLS

PROFESSIONAL DEVELOPMENT PLAN

VISION STATEMENT

Staff in the South Point Local School District will participate in a professional learning community resulting in highly skilled, knowledgeable, and committed educators who ensure that all students achieve and sustain high standards of achievement.

MISSION STATEMENT

The South Point Local School District is committed to improving student learning by providing professional development opportunities that are research based, relevant to state and district needs, and incorporate strategies to enhance instruction and assessment in order to be a catalyst of change for a caring community, to educate, motivate, and graduate all students with spirit, pride, and respect, preparing them for a successful and productive life.

The South Point Local School District is committed to a continuous high quality professional learning community. The goal of the professional development plan is to improve the quality of teaching and learning. Professional development must be purposefully planned to identify areas of academic need and to provide solutions to those targeted areas of growth. Staff members are to work through the Local Professional Development Committee or the Ohio Resident Educator Program to ensure quality, effective professional development. Staff participating must make sure to align training with the Ohio Standards for Professional Development.

The Ohio Standards for Professional Development include seven standards:

Standard 1: Learning Communities **Standard 5: Learning Designs**

Standard 2: Leadership **Standard 6: Implementation**

Standard 3: Resources **Standard 7: Outcomes**

Standard 4: Data

South Point Local Schools uses the Ohio Improvement Process to identify areas of need for professional development.

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Stage #1 Identify Critical Needs

A. Decision Framework

- 1. DF completed with Director of Instruction**
- 2. State Test and local assessment data reviewed**

B. Ensure that the professional development focuses on what students need to know and be able to do and is explicitly linked to improving student achievement.

Stage #2 Develop Building Focused Plan

A. Building Improvement Plans

- 3. Principals develop goals, strategies, adult implementations and review student Performance indicators.**
- 4. Principals develop in collaboration with Administrative team, DLT and BLT.**

B. Effective Instructional Leadership Teams build collaborative instructional learning environments.

Stage #3 Implement and Monitor

A. BLT and TBT implement changes.

B. Data is gathered by TBT and the building principal.

C. This professional staff meets regularly to look at school performance data/classroom teachers' observation data.

Stage #4 Evaluate the Plan

A. Tied to the building goals and implementations.

B. Linked to the effect on student learning.

C. Completed in the fall by all parties involved.